

Date of request: 12-MAR-2021

Request ID: E-2021-TLES-25

College: E

Department: TLES

Initiator name: James Muchmore

Initiator email: james.muchmore@wmich.edu

Proposed effective term: 202210

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

Change Course ED 4073

Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:
ED 4073

2. Existing course prerequisites:
Prerequisites and Restrictions:
ED 2500 Minimum Grade of B AND

ED 2900 Minimum Grade of B AND

ED 2002 Minimum Grade of B AND

ED 3002 Minimum Grade of B AND

ED 3003 Minimum Grade of B AND

ED 4071 Minimum Grade of B AND

ED 4072 Minimum Grade of B

3. Proposed course prerequisites:
Prerequisites and Restrictions:
ED 2500 Minimum Grade of C/B AND

ED 2900 Minimum Grade of C/B AND

ED 2002 Minimum Grade of C/B AND

ED 3002 Minimum Grade of C/B AND

ED 3003 Minimum Grade of C/B AND

ED 4071 Minimum Grade of C/B AND

ED 4072 Minimum Grade of C/B

4. Existing course corequisites:

Corequisites:

Education(ED) 4003

Education(ED) 4300

Education(ED) 4502

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

C/B

8. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

9. If this change applies to multiple courses, please list them below.

Not Applicable

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.

No

D. Explain briefly and clearly the proposed improvement.

We want to change the minimum grade for the course pre-rerequisites from 'B' to 'C/B.' We also want to remove all of the co-requisite courses, except ED 4502 ('Pre-internship 2: Upper Elementary Focus').

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

There are currently mixed messages regarding the minimum grade required for the course pre-requisites. The new program in Elementary Education states that the minimum required grade is 'C/B,' while it is currently listed as 'B' for this course (ED 4073). Changing it to 'C/B' for this course (ED 4073) will bring unity to the message, thereby preventing students, faculty, and staff from being confused.

In addition, we are removing all of the co-requisites, except for ED 4502 ('Pre-internship 2: Upper Elementary Focus'), because they are not needed in order to keep the students properly cohorted. Instead, the Advising Office has pointed out that having co-requisites in place will create bottlenecks in the registration process, requiring Advising staff to manually register students who are retaking a single course without the pre-requisites.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

No Applicable. We are simply changing the minimum grade required for the pre-requisites and removing co-requisites.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This course is part of the new program in Elementary Education which has not yet started. Therefore, we have not assessment data. The change was requested by the Advising Office.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

No Effect.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

No Effect.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

No effect on enrolled students.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

This course is part of the new program in Elementary Education which will begin in the fall of 2021.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) No effect.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not applicable.

O. Current catalog copy:

This course is designed to 1) Assist students to understand the fundamental elements of economics and political science, 2) Understand what it means to practice civic engagement, with a particular focus on discussion of problems and solutions, 3) Assist students to understand how economics and political science deal with problems of scarcity and need (needs, wants, rights and equality), production, consumption and distribution, 4) Develop expertise with economics and political science lesson planning for whole group and small group learning--selecting content, curriculum design, making accommodations, pedagogical choices and assessment. 5) Provide opportunities for students to engage in community experiences associated with their social studies work in the course. Program requires a grade of "B" or better. May repeat course one time only.

Pre-requisites—ED2500 Human Development: Applications in Education, ED 2900 K-8 Teaching as a Profession, ED4071 Teaching Grades PK-3: Social Studies 1, ED 2002 Teaching Lab 1, ED 3002, Teaching Lab 2a, ED 3003 Teaching Lab 2b, ED3011 Scientific Investigations, ES 3950 School and Society, ED 4012 Science II: Modeling and EBD, ED4501 Pre-internship 1, ED 4002 Instructional Design and Integrated Assessment I. Co-requisites—ED4003 Integrated Assessment 2, ED4300 Integrated Arts, ED4502 Pre- internship II

P. Proposed catalog copy:

This course is designed to 1) Assist students to understand the fundamental elements of economics and political science, 2) Understand what it means to practice civic engagement, with a particular focus on discussion of problems and solutions, 3) Assist students to understand how economics and political science deal with problems of scarcity and need (needs, wants, rights and equality), production, consumption and distribution, 4) Develop expertise with economics and political science lesson planning for whole group and small group learning--selecting content, curriculum design, making accommodations, pedagogical choices and assessment. 5) Provide opportunities for students to engage in community experiences associated with their social studies work in the course. Program requires a grade of "C/B" or better. May repeat course one time only.

Pre-requisites—ED2500 Human Development: Applications in Education, ED 2900 K-8 Teaching as a Profession, ED4071 Teaching Grades PK-3: Social Studies 1, ED 2002 Teaching Lab 1, ED 3002, Teaching Lab 2a, ED 3003 Teaching Lab 2b, ED3011 Scientific Investigations, ES 3950 School and Society, ED 4012 Science II: Modeling and EBD, ED4501 Pre-internship 1, ED 4002 Instructional Design and Integrated Assessment I.

Department Curriculum Chair approver: James Muchmore

Department Curriculum Chair comment:

Date: 12-MAR-2021

Department approver: Regena Nelson

Chair comment:

Date: 12-MAR-2021